

## Alternate Assessment Decision-Making Process: Matching Students to Assessment Options

**Student:** \_\_\_\_\_ **Grade Level** (at testing time): \_\_\_\_\_  
**School:** \_\_\_\_\_ **Meeting Date:** \_\_\_\_\_

Directions: Use the sequence of questions below to (a) document that required eligibility procedures have been followed, (b) certify that the student is eligible for an alternate assessment, and (c) determine if the alternate assessment option is appropriate. Begin with the questions in Section 1 and continue through the question sequence until the directions at a particular "decision point" indicate that the correct option has been determined. Specify below the assessments in which the student will be required to participate:

- ☐ **Vermont - Developmental Reading Assessment** (grade 2)  
☐ **NECAP Reading** (grades 3, 4, 5, 6, 7, 8 & 11)  
☐ **NECAP Math** (grades 3, 4, 5, 6, 7, 8 & 11)  
☐ **NECAP Writing** (grades 5, 8 & 11)

### Section 1 – General Questions

This section documents that the required process and procedural guidelines have been followed. Process and procedural guidelines include provisions for a team process, parent participation, and analysis of information relevant to the student's potential for participation in the general statewide assessment.

1. Was the decision to use an alternate assessment made by the student's planning team?

**One of the following plans, which includes current levels of performance, must be attached to this form in order for approval to be considered!**

IEP ☐ 504 ☐ EST ☐ Other (specify) \_\_\_\_\_

2. Was parent involvement provided through one of the following? (Please indicate):

☐ Parents participated in the decision-making process by attending a meeting or by providing input before a final decision was made.

-Or-

☐ If parents were unable to participate, they were informed of the team's decision and reasons.

3. Were at least two of the following methods used to evaluate the student's potential to participate in the general statewide assessment? (Check all that apply):

- a. ☐ Consideration of the standard accommodations ☐ Comparison of student achievement levels to Grade Level Expectations (GLEs)/Alternate Grade Expectations (AGEs) ☐ Results of practice tests/released tasks ☐ Discussion concerning the student's prior experiences with similar tests ☐ Consultation with district Alternate Assessment Mentor ☐ Consultation with Vermont Department of Education ☐ Student previously participated in the Portfolio Assessment of Alternate Grade Expectations (PAAGE) (2006-07) or Lifeskills Portfolio (prior to 2006-07)  
☐ Other (specify): \_\_\_\_\_

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

#### DECISION POINT #1

**If the answer to ANY Section 1 question is NO, then STOP!**

**Process & procedures are INSUFFICIENT to determine eligibility.**

**If the answers to ALL Section 1 questions are YES, then proceed to SECTION 2.**

## Section 2 – Portfolio Assessment

Students who qualify for the Portfolio Assessment of Alternate Grade Expectations (PAAGE) are working toward alternate achievement standards. These students represent up to 1% of Vermont students assessed at the state level. Their complex, multiple disabilities (e.g., a combination of cognitive, motor, and/or sensory) effectively prevent their meaningful participation in the general statewide assessments. This includes those students whose cognitive abilities have yet to be assessed because the typical presentation formats (e.g., speech/motor movements) do not allow them to demonstrate what they know and can do.

- |   |  |
|---|--|
| 1. Does the student have an educational plan that focuses on alternate achievement standards such as basic communication, personal management, social skills, home/school/community, recreation, and vocational skills? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2. Does the majority of the student's program address skills and standards that are not measured by the general assessment?   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 3. Does the student's level of cognitive ability and adaptive skills prevent achievement of the standards designated for classmates who do not have disabilities?   | <input type="checkbox"/> Yes <input type="checkbox"/> No |

### DECISION POINT #2

**If the answers to ALL Section 2 questions are YES, then STOP!  
The student is ELIGIBLE for a PORTFOLIO ASSESSMENT.  
If the answer to ANY Section 2 question is NO, then GO BACK!**

**As a team, reconsider accommodations, modifications, or adaptations.**

After determining the most appropriate assessment for the student, please complete the Documentation of Eligibility for Alternate Assessment form (04.05.07) and submit it with an IEP, listing current levels of performance to:

Rachel Corey  
Vermont Dept of Education  
120 State Street  
Montpelier, VT 05620

**For additional information and assistance, please call:**

- |   |                                  |                              |
|---|----------------------------------|------------------------------|
| <input type="checkbox"/> <b>Alternate Assessment Team</b>                       | Cindy Moran<br>Greg Wylde        | 802-828-0646<br>802-828-1338 |
| <input type="checkbox"/> <b>Statewide Assessment Team</b>                       | Mary Ann Minardo<br>Michael Hock | 802-828-5410<br>802-828-3115 |
| <input type="checkbox"/> <b>Center for Disabilities and Community Inclusion</b> | Receptionist<br>Susan Edelman    | 802-656-4031<br>802-656-8554 |
| <input type="checkbox"/> <b>Regional Assessment Network Leader</b>              | Rose Wheeler                     | 802-828-3114                 |